Professional Learning Package: Implementing Unit Starters

Module 1: Preparing to Teach with Unit Starters

Learning Session 3

Module 1 Learning Sessions

Session	Guiding Questions
1 ✓	• What is a Unit Starter? • Why teach with Unit Starters? • What resources are included in the Unit Starter? • How do Unit Starters support standards-based instruction?
2 ✓	• How are concepts and understandings organized in the Unit Starter?
3	• How are concepts and understandings supported by the Unit Starter's texts, tasks, and question sequences?
4	• How can I prepare to teach with the Unit Starter?

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.

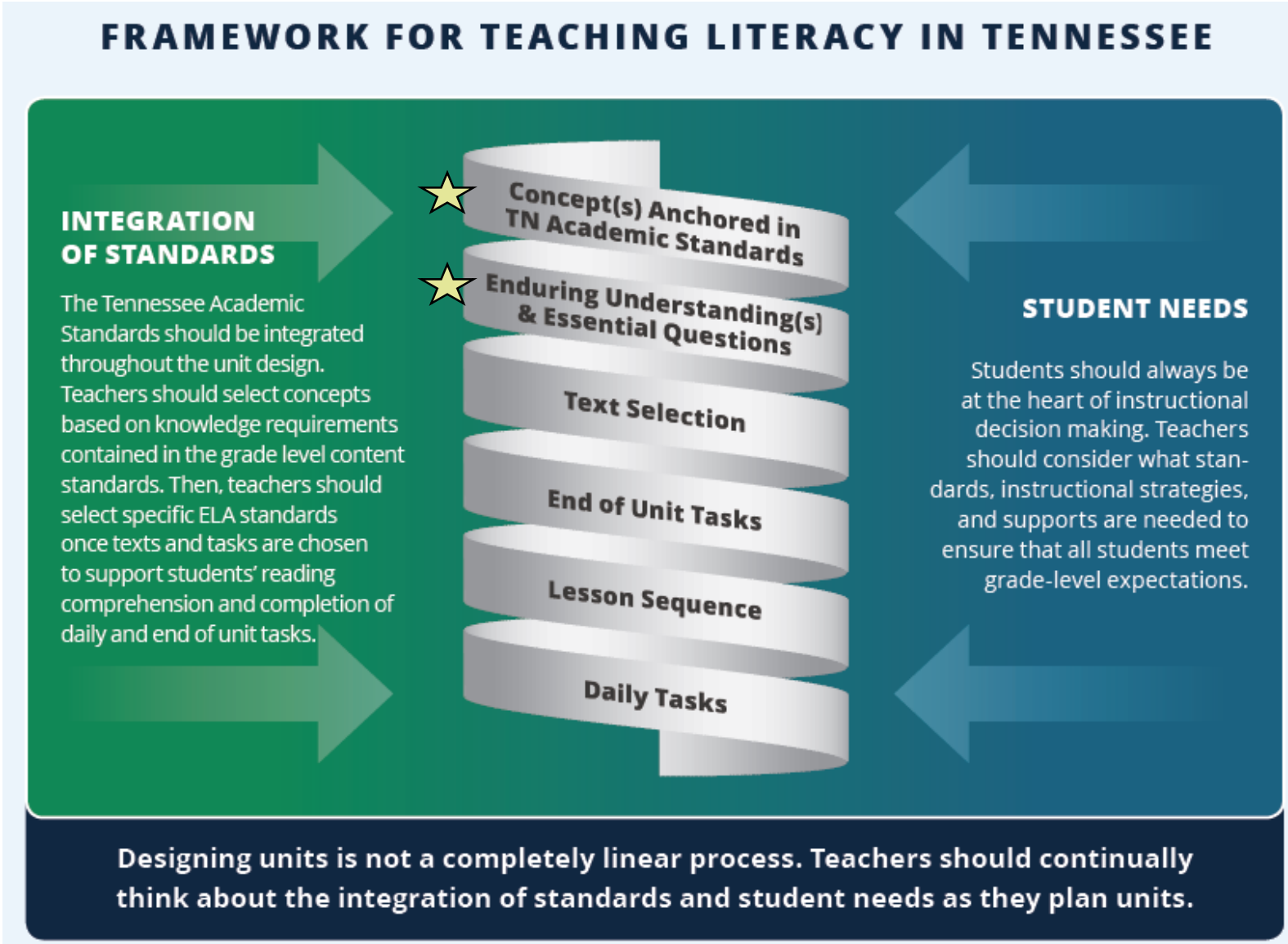
Revisiting Session 2: Learning to Application

- Take out the notes you completed in response to Question 1 from Appendix A: Unit Preparation Protocol.
  - Share a summary of your responses with a partner.

Learning Session 3

- Guiding questions:
  - Part A (60 min)
    - How are **concepts** and **understandings** supported by **texts**?
  - Part B (35 min)
    - How are **concepts** and **understandings** supported by the end-of-unit task?
  - Part C (50 min)
    - How are **concepts** and **understandings** supported by **lesson sequences** and **daily tasks**?
  - Part D (60 min)
    - How are **concepts** and **understandings** supported by daily **question sequences** for each reading?

Concepts as the Foundation of Unit Design



Part A: How are concepts and understandings supported by texts?

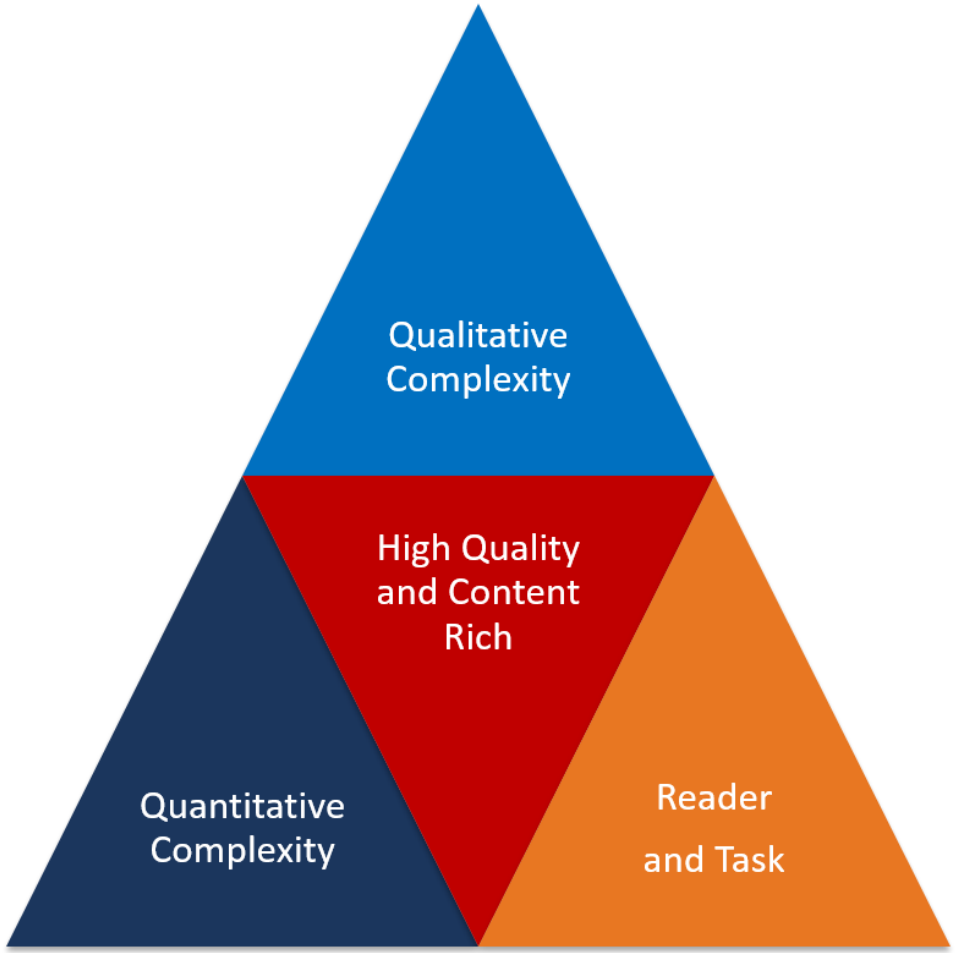
What do the standards have to say about texts?

- The ELA standards call for a **staircase of increasing complexity** so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
- The ELA standards call for a **focus on academic vocabulary**, which is closely related to both text complexity and reading comprehension.
- The ELA standards outline a **progressive development of reading comprehension** so that students advancing through the grades are able to gain more from what they read.

Unit Starter Texts

- Look through the first week's interactive read aloud and shared reading texts for the Unit Starter you will teach:
  - What do you notice about the complexity of these texts?
  - What's similar about the texts? What's different?
  - Why do you think these texts were chosen to be a part of the unit?

How were Unit Starter texts selected?



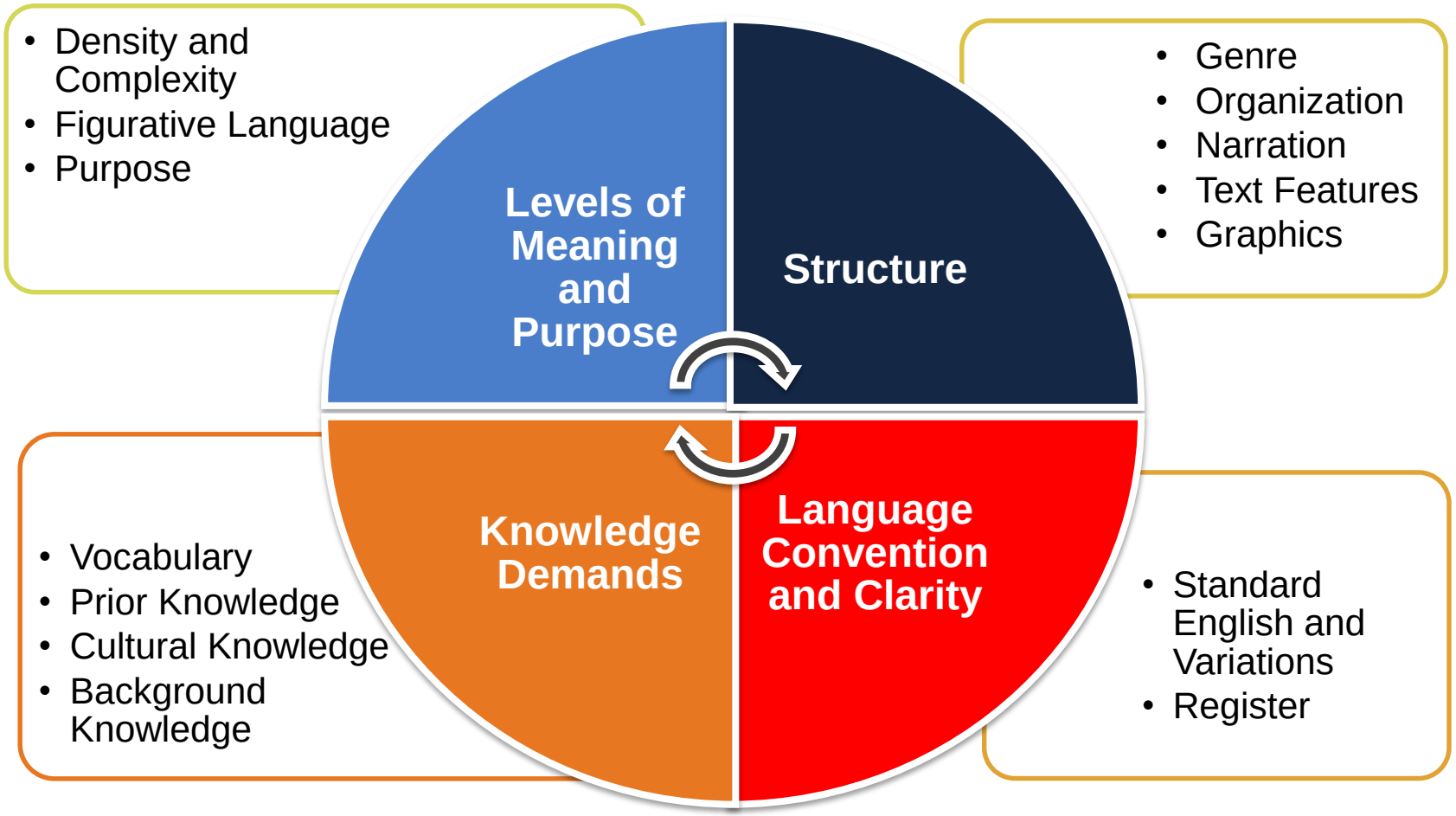
How were Unit Starter texts selected?

Lexile Measures by Grade Band

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

Sources: Tennessee English Language Arts Standards and https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

How were Unit Starter texts selected?



Reference: Fisher and Frey, 2013

Qualitative Complexity Example

Text: *The Big Dipper* by Franklyn M. Branley, first grade

TEXT STRUCTURE	LANGUAGE FEATURES
The structure of this text is **moderately complex**. Ideas are organized in a mostly sequential way, however there is some going back and forth between past and present (There are multiple references to how people thought about the Big Dipper and North Star "long ago".) There are few text features in this story, though when they are used, such as picture labels, they are easy to understand and support the text. The graphics/illustrations are mostly supplementary and enhance understanding. For example, when the author explains that the Big Dipper looks different in different seasons, the characters on the page are dressed in different ways corresponding to the seasons, which may help children understand the passage of time. Some graphics, however, are essential to understanding key information. On some pages, the author writes only that "the Big Dipper looks like this" and readers must reference and understand the illustrations to comprehend how the Big Dipper's position looks different during different seasons.	The language features of this text are **slightly complex**. Language is straightforward and literal and vocabulary is mostly familiar and conversational. The term "Dipper", which is essential to the text, may be unfamiliar, but the author defines it, with the support of an illustration, on page 12. The names of the stars in the Big Dipper will be unfamiliar to most readers and difficult to pronounce, such as Alkaid, Phecda, and Dubhe. But, these names are not relevant to the main idea of the text. The author shares the Latin constellation names of Ursa Major and Ursa Minor, which are also likely to be unfamiliar words, though the text explains that "ursa" means bear, that "major" means big, and that "minor" means little.
MEANING/PURPOSE	**KNOWLEDGE DEMANDS**
The purpose of this text is **moderately complex**. The author does not explicitly state the main idea or purpose of the text, though readers should be able to infer that the Big Dipper is a group of stars, that it looks different at different points in the year, and that people both past and present look for the Big Dipper and North Star for different purposes (i.e., for navigation, as constellations).	The knowledge demands of this text are **moderately complex**. Most readers will have background knowledge on stars. However, the concept of constellations is important to fully comprehend this text and students without prior knowledge of constellations may have difficulty understanding why people past and present would have interest in finding shapes in groups of stars. The text also assumes that readers have some prior knowledge related to navigation. Specifically, it assumes that students have some understanding of cardinal directions and know what a compass is. Without this knowledge, students may have difficulty comprehending why the North Star is important.

Find the text complexity analysis for the first text in the Unit Starter you will teach.

How does reading a text ahead of time and thinking about its complexities help prepare you to teach the text with students?

Interactive Read Aloud and Shared Reading

Interactive Read Aloud

Text Type:
Texts that are 1-3 levels above what students can read in print.

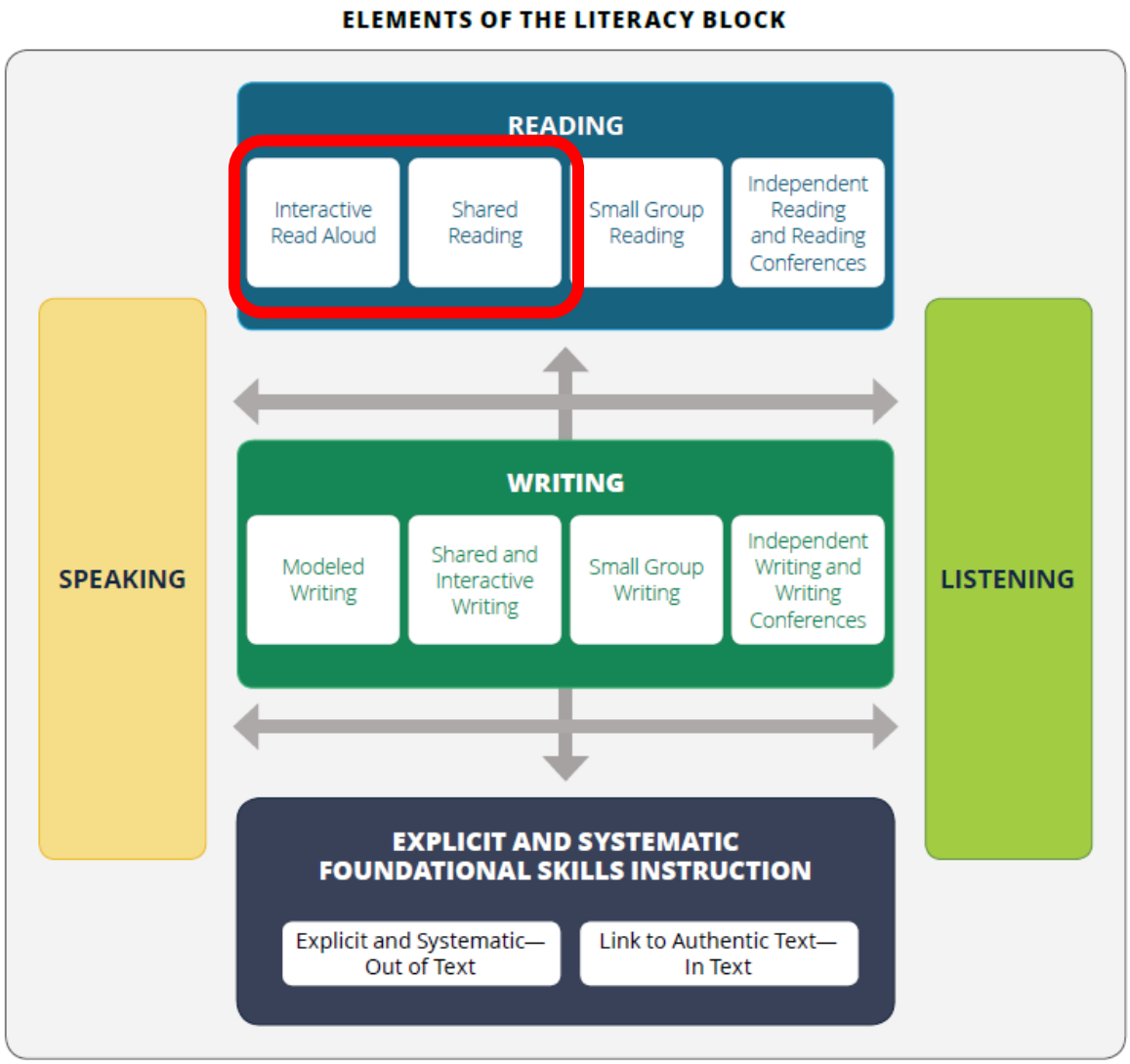
Purpose:
Expose students to rich vocabulary, round characters, engaging plots, and deep concepts and ideas.

Shared Reading

Text Type:
Appropriately complex grade-level text that students can read with teacher guidance and support.

Purpose:
Provide opportunities to practice newly acquired foundational skills, develop reading fluency, and build knowledge.

Elements of the Literacy Block



Texts for Small Group and Independent Reading

- **Suggested Resources for Small Group & Independent Reading**:
  - The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts.
  - These materials may be used during small group instruction and/or independent reading and writing activities to meet students' diverse learning needs and to continue to develop students' knowledge and conceptual understanding. Resources, such as videos and online tools, can also be used in whole group settings.
  - In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

Unit Starter Component: Texts

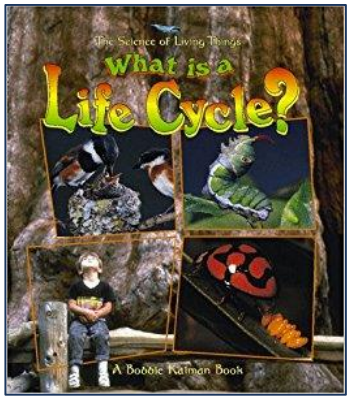
Skim the **text** for the first lesson in your unit. Determine if the text is intended for **interactive read aloud** or **shared reading**.

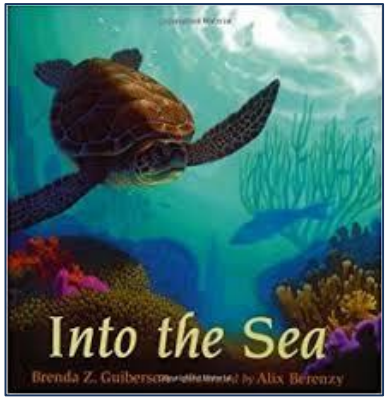
What makes this text complex and appropriate for its instructional strategy?

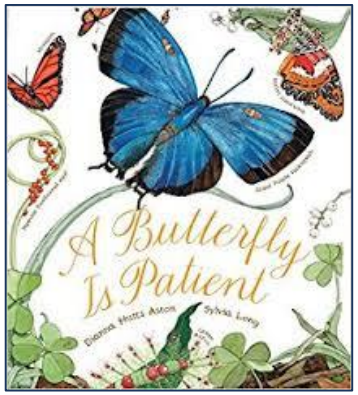
- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understandings?
- How will this text help students grasp the enduring and disciplinary understandings of the unit?

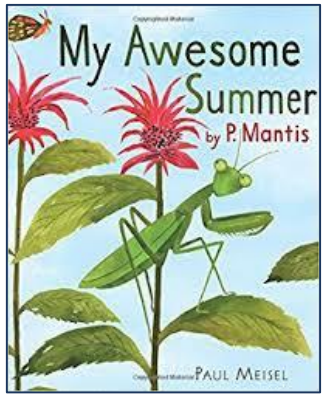
Purposefully Sequenced Texts

- Texts are purposefully sequenced in the Unit Starters to build conceptual knowledge around the unit's enduring understandings. The texts and their order develop students' knowledge and vocabulary and prepare them for daily and end-of-unit tasks.









Text Sequence

Skim all of the **texts** for the unit you will teach.

(Find the order on the Unit Overview page.)

How will students build knowledge and vocabulary through texts over the course of the unit?

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?

Creating a Unit Starter Teaching Guide

- On a poster paper or in a Word document on the computer, create the following chart:

End of Unit Task			
Text Title	**Text Summary**	**Learning Objective**	**Daily Task**

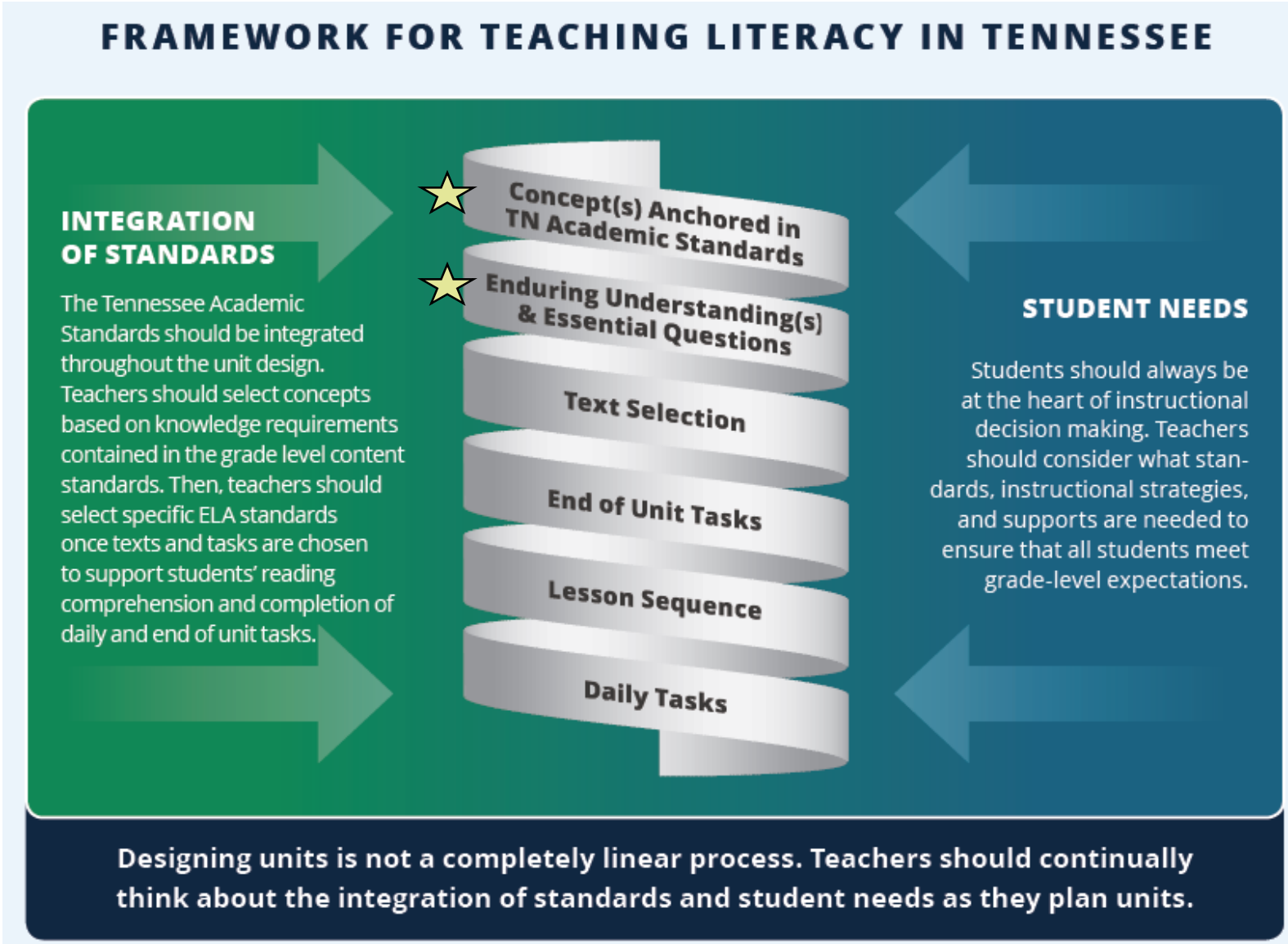
Creating a Unit Starter Teaching Guide

- Fill in the **Text Title** and **Text Summary** sections for each text in your Unit Starter. Write brief text summaries in your own words.

End-of-Unit Task			
Text Title	**Text Summary**	**Learning Objective**	**Daily Task**
The Big Dipper Interactive Read Aloud & Shared Reading	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

Part B:
How are concepts and understandings supported by the end-of-unit task?

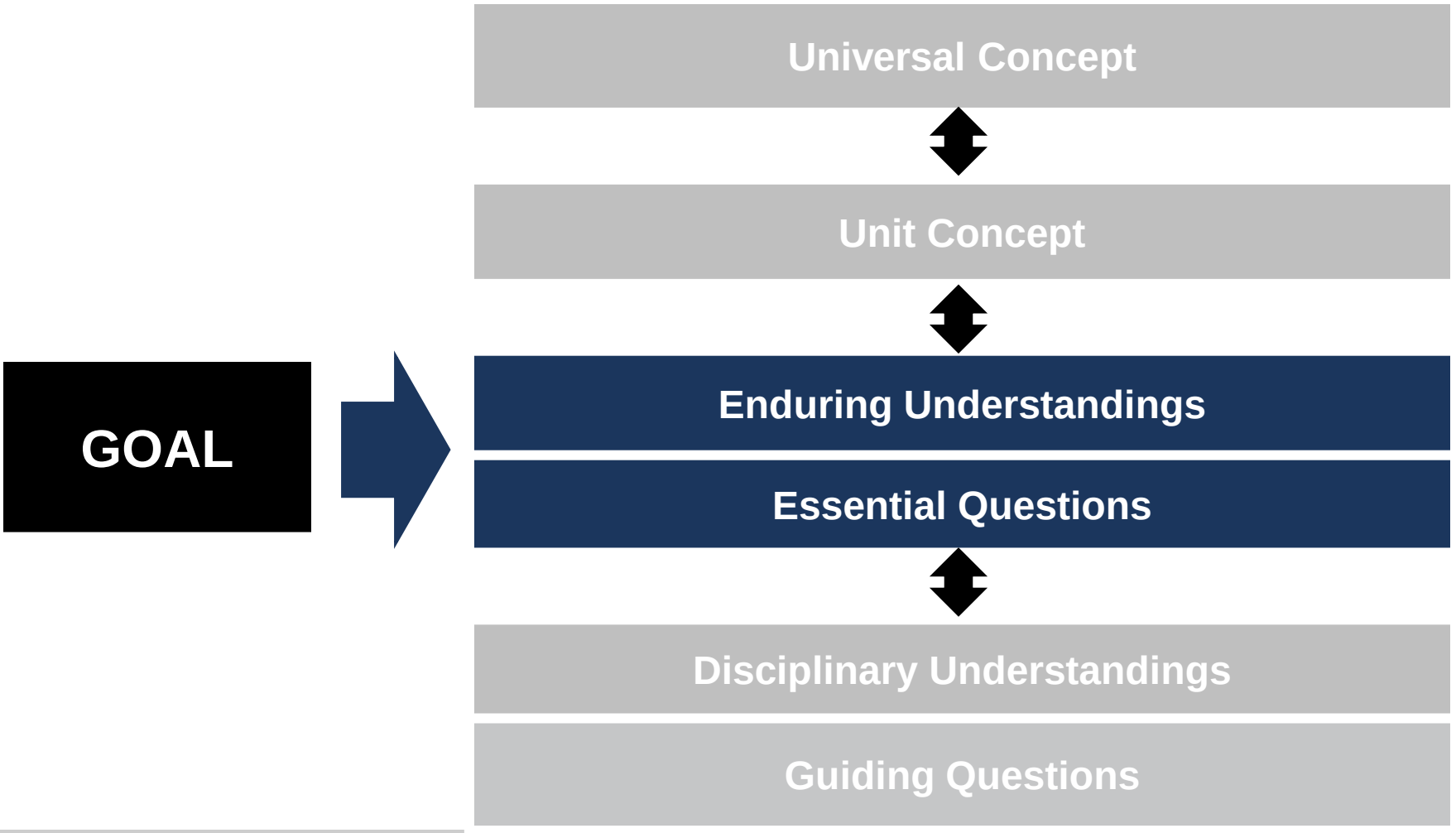
Concepts as the Foundation of Unit Design



End-of-Unit Tasks

- End-of-unit tasks are tasks that require students to apply and demonstrate knowledge and skills at the end of units (summative assessments).

End-of-Unit Tasks



End-of-Unit Tasks

Strong end-of-unit tasks:

- Require students to synthesize their learning from multiple unit texts to demonstrate their understanding of the unit concept.
- Require students to use details from multiple texts to explain or provide evidence to support their understandings.
- Require students to choose appropriate details and elaborate on their thinking sufficiently, which may take multiple readings of a text and also include evidence and connections across texts.
- Prompt student thinking about texts that reflects the analytical demands of multiple grade-level literacy standards.
- Prompt student responses about texts that build knowledge of concepts related to grade-level content standards
- Require students to demonstrate their understanding in an authentic and meaningful context.

Key Traits for End-of-Unit Tasks

GOAL	Strong end-of-unit tasks will give students the opportunity to answer the essential questions for the unit and allow them to demonstrate their new conceptual understandings.
ROLE	Strong end-of-unit tasks will have an authentic role or "job" for students. This will be a real-world situation in which they would be expected to share an opinion, explain or inform others, or draft a narrative.
AUDIENCE	Strong end-of-unit tasks will have an authentic audience within the context of the scenario. They are the "others" referred to in the goal.
SITUATION	Strong end-of-unit tasks will have an authentic situation: • Convince others of their opinion on topics or texts (opinion). • Explain a topic to others with clear information (informative). • Tell stories to others about real or imagined events (narrative).
PRODUCT/ PERFORMANCE	Strong end-of-unit tasks will clarify what the students will create and why they will create it. These will reflect real-world products or performances.

Adapted From Wiggins, Grant and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development. 2005.

Example Enduring Understandings and Essential Questions

Enduring Understandings:

- Bodies in space move and change in appearance according to predictable patterns.
- Observations over time help us detect, describe, and predict patterns of movement and change in bodies in space.

Essential Questions:

- How and why do bodies in space (Earth, sun, moon, stars) move and "change?"
- How do we know that bodies in space move and change? (How can we tell?)

Brainstorm potential tasks that would support students in responding to the essential questions and meet the five criteria.

Aligned End-of-Unit Task

Part 1:

- You are an astronomer working for U.S. Space and Rocket Center. You have been asked to create a student-friendly brochure that you will share with students during a school field trip that explains (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. Use illustrations and descriptions to explain these observable patterns. Your brochure should include:
  - a front cover that illustrates and names the topic of the brochure;
  - a section that illustrates and describes observable patterns from the day and night sky and explains why we observe those patterns;
  - a section that illustrates and describes the pattern in Earth's seasons and explains why changes in season occur; and
  - a section that illustrates and describes phases of the moon and explains why we observe those patterns.
- Be sure to:
  - provide some sense of closure;
  - use details from the texts we have read; and
  - use vocabulary words from the word display in our unit.

Part 2:

- When you're almost finished with your brochure, practice presenting your information to a co-worker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.

How does this example meet the criteria for a strong end-of-unit task?

End-of-Unit Task Rubric

- End-of-unit tasks are assessed on four criteria:
  - Content (text-based evidence)
  - Word Choice (content vocabulary)
  - Mechanics
  - Structure

Example: End-of-Unit Task Rubric

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	The response: • **does not explain** (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes **few** supporting details or evidence from the unit's texts.	The response: • **partially explains** (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes **some** supporting details or evidence from the unit's texts.	The response: • **adequately explains** (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes **sufficient** supporting details or evidence from the unit's texts.	The response: • **effectively explains** (1) observable patterns in the day and night sky, (2) the seasons that impact Earth, and (3) the phases of the moon. • includes **many** examples of supporting details or evidence from the unit's texts that demonstrate **command of content.**
Word Choice (Content Vocabulary)	The response includes **no** use of content vocabulary (e.g., *patterns, phases, tilts, rotates).*	The response includes **some** use of content vocabulary (e.g., *patterns, phases, tilts, rotates).*	The response includes **sufficient** use of content vocabulary (e.g., *patterns, phases, tilts, rotates).*	The response includes **various** and **effective** use of content vocabulary (e.g., *patterns, phases, tilts, rotates).*

Example: End-of-Unit Task Rubric

Mechanics (See standard 1.FL.SC.6.a-l)	The response demonstrates **limited** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **some** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **adequate** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	The response demonstrates **consistent** command of the conventions of standard, grade-level English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
Structure	Student work includes **no** or **few** of the following elements: • a front cover that illustrates and names the topic of the brochure; • a section on patterns in the day and night sky; • a section on phases of the moon; • a section on seasons that impact the Earth; and/or • some sense of closure that explains why these observable patterns need to be analyzed.	Student work includes **some** of the following elements: • a front cover that illustrates and names the topic of the brochure; • a section on patterns in the day and night sky; • a section on phases of the moon; • a section on seasons that impact the Earth; and/or • some sense of closure that explains why these observable patterns need to be analyzed.	Student work includes **most** of the following elements: • a front cover that illustrates and names the topic of the brochure; • a section on patterns in the day and night sky; • a section on phases of the moon; • a section on seasons that impact the Earth; and/or • some sense of closure that explains why these observable patterns need to be analyzed.	Student work includes **all** of the following elements: • a front cover that illustrates and names the topic of the brochure; • a section on patterns in the day and night sky; • a section on phases of the moon; • a section on seasons that impact the Earth; and/or • some sense of closure that explains why these observable patterns need to be analyzed.

How does this example reflect the five criteria for a strong end-of-unit task?

Unit Starter Component: End-of-Unit Task

Look at the **end-of-unit task** and corresponding **rubric** for your unit. **How will students demonstrate their learning at the end of the unit?**

- How does the task integrate the grade-level standards for reading, writing, speaking and listening, in service of deep understanding of the unit texts and concepts?
- How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concepts?
- How does the task prompt student thinking and writing that reflects grade-level literacy and disciplinary expectations?
- What is the criteria for success on this task? What does an excellent response look/sound like?

Creating a Unit Starter Teaching Guide

- Fill in the **End-of-Unit task** section.

End-of-Unit Task

Part 1:

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- a section that illustrates and describes the pattern in Earth's seasons and explains why changes in season occur; and
- a section that illustrates and describes phases of the moon and explains why we observe those patterns.

Be sure to:

- provide some sense of closure;
- use details from the texts we have read; and
- use vocabulary words from the word display in our unit.

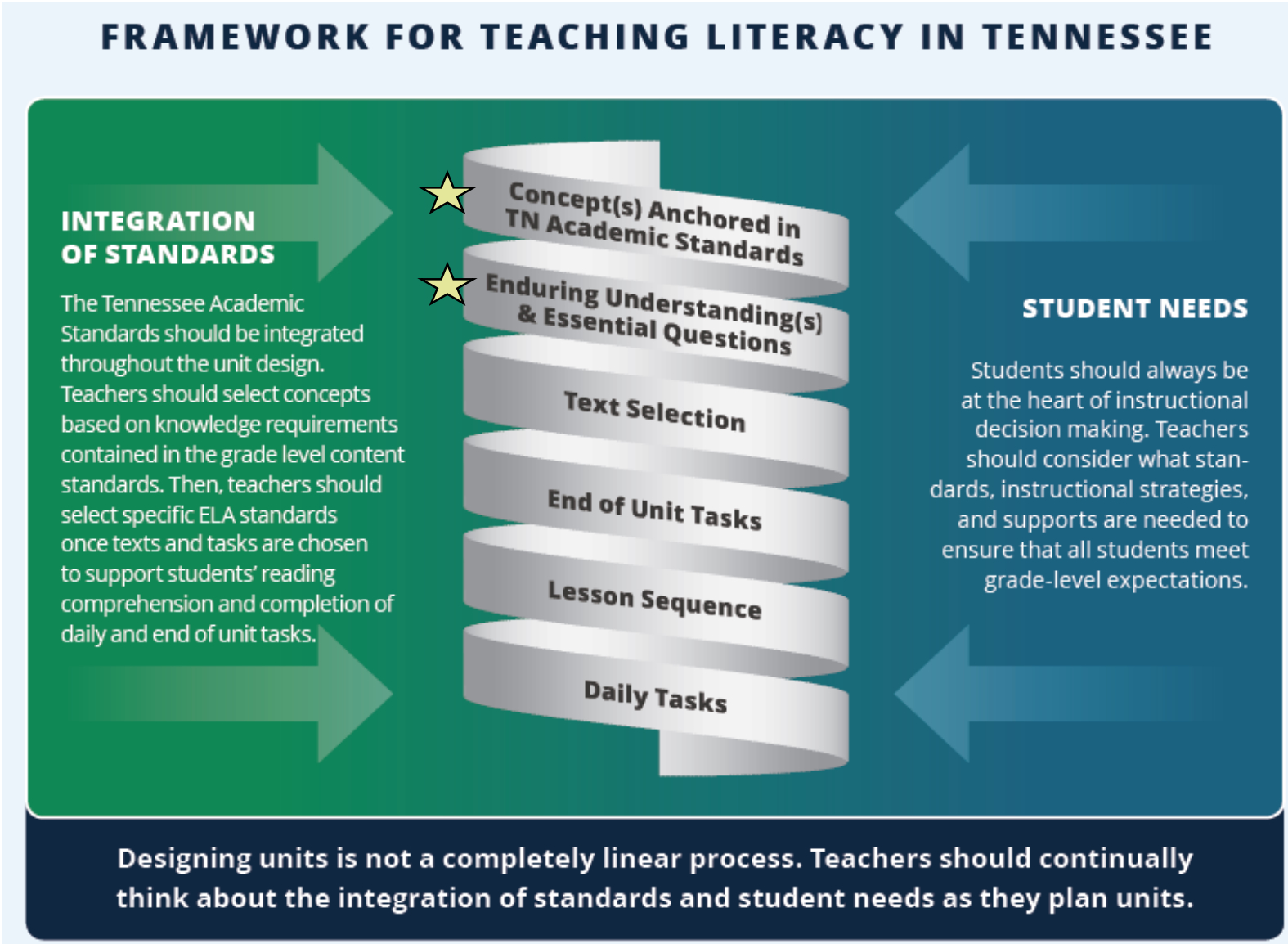
Part 2:

When you're almost finished with your brochure, practice presenting your information to a co-worker (student partner) before you deliver it to the students on the field trip. Seek your co-worker's feedback on your writing.

Text Title	Text Summary	Learning Objective	Daily Task
The Big Dipper Interactive Read Aloud & Shared Reading	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

Part C:
How are concepts and understandings supported by lesson sequences and daily tasks?

Concepts as the Foundation of Unit Design



Lesson Sequences and Daily Tasks

- Lessons are organized in a strategic sequence that builds students' knowledge toward the unit's enduring understandings.
- Daily tasks provide different methods for students to demonstrate their growing knowledge and progress toward the unit goals and grade-level expectations.

Lesson Objectives

The lesson sequence and daily tasks are driven by **lesson objectives**.

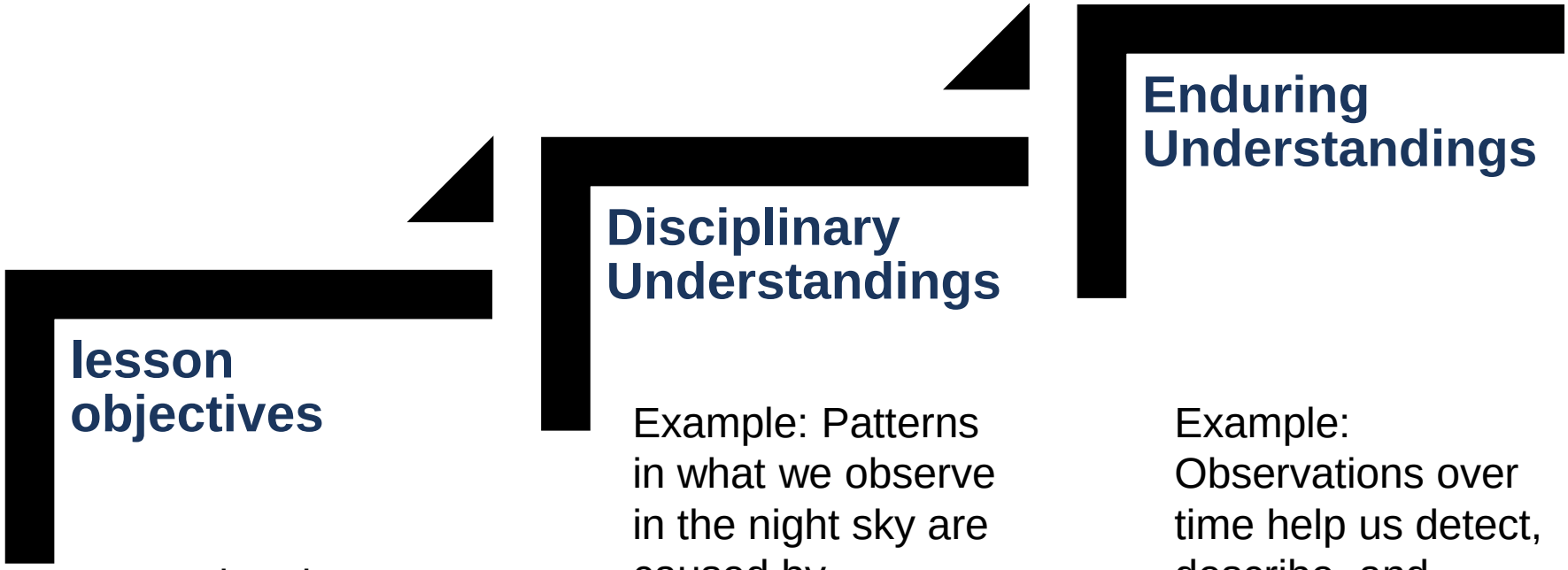
- lesson objectives articulate the **disciplinary knowledge** students will grasp and/or build on as a result of engaging with the text. lesson objectives also articulate how students will use grade-level **English language arts knowledge and skills** to build their disciplinary knowledge.
- Over the course of the unit, the lesson objectives for each reading build intentionally on one another to provide a coherent learning experience for students.
- Daily readings, question sequences, and tasks support students in meeting lesson objectives.

Example Lesson Objective

- *The Big Dipper*, First Grade

LESSON OBJECTIVE(S) FOR THIS READING
Students will understand that the position of the Big Dipper appears to change during different seasons. To achieve this understanding, students will: • use graphics/illustrations to understand how the position of the Big Dipper changes through the seasons; • distinguish between information that is gained from text and from graphics; and • synthesize information across texts to make a comparison between patterns in the Big Dipper's location and other observable patterns on Earth and in space.

Lesson Objectives Build Toward the Enduring Understandings



Example: The position of the Big Dipper appears to change shape during different seasons.

Example: Patterns in what we observe in the night sky are caused by movements and/or changing positions of the Earth and moon.

Example: Observations over time help us detect, describe, and predict patterns of movement and change in bodies in space.

Criteria for Lesson Objectives

Specific	▪ Articulate the specific disciplinary and literacy knowledge students will build during the reading
Aligned	▪ Are aligned to Tennessee Academic Standards for English language arts ▪ Are aligned with the daily task which provides an opportunity for students to demonstrate their learning ▪ Are directly supported by strong question sequences which support students in building desired understandings while accessing the complex elements of the text
Lead to Coherence and Depth of Thinking	▪ Build over the course of the unit to create a coherent learning arc that moves students toward the enduring understandings ▪ Increase in complexity and/or depth on subsequent reading

Lesson Objectives

- Revisit the Unit Starter you will teach. Review the **lesson objectives** for the **first three lessons** of the unit.
  - How do the lesson objectives incorporate learning goals for both content knowledge and ELA?
  - How do the lesson objectives meet the criteria for being specific and aligned?
  - How do the lesson objectives build on one another?
  - How do the lesson objectives build toward the enduring understanding(s)?

Creating a Unit Starter Teaching Guide

- Fill in the **lesson objectives** section for each text in your Unit Starter.

Text Title	Text Summary	Learning Objective	Daily Task
The Big Dipper Interactive Read Aloud	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations		

Daily Tasks

Strong daily tasks allow students to demonstrate understanding of the lesson objective using details from the text.

Daily tasks provide an opportunity for students to demonstrate and/or apply their new knowledge.

Daily tasks are directly supported by the question sequences and are aligned to the lesson objective for the reading.

The daily tasks form a coherent learning arc over the course of the unit that prepare students for the demands of the end-of-unit task.

Criteria for Daily Tasks

Aligned to the lesson objective	▪ Require students to demonstrate their new or refined understandings ▪ Are unique for each reading of the text
Text-specific	▪ Require students to use details and/or evidence from one or more text to explain or support their ideas ▪ Require students to choose appropriate details and elaborate on their thinking
Integrate the grade-level standards	▪ Prompt students to think, speak, and write about texts in a way that rises to the level of rigor and cognitive demand of grade-level ELA standards ▪ Align to the disciplinary standards
Lead to coherence	▪ Build over the course of the unit to create a coherent learning arc that moves students toward the enduring understandings
Include desired student response	▪ Include a desired student response that shows exactly what we'd like to see students produce

Example Daily Task

Text: *The Big Dipper*, First Grade

DAILY TASK

Part 1: Fold a piece of paper in half twice. The folds should create four boxes. Label the first three boxes Summer, Winter, and Fall. In each of these boxes, draw a picture of what the Big Dipper looks like during that season. Show your pictures to a partner. Explain to your partner how the position of the Big Dipper is different in each picture. Be sure to use information from the text's words and illustrations to help you draw the stars and their positions accurately.

Part 2: In the fourth box, write a response to the following prompt: Does the Big Dipper have an observable pattern? If so, how is this pattern similar to other patterns we've talked about in this unit?

Your writing should:

- introduce your topic;
- supply at least two facts about the topic;
- use vocabulary from the text; and
- provide some sense of closure.

What would an exemplar student response to this task sound like?

Example Daily Task

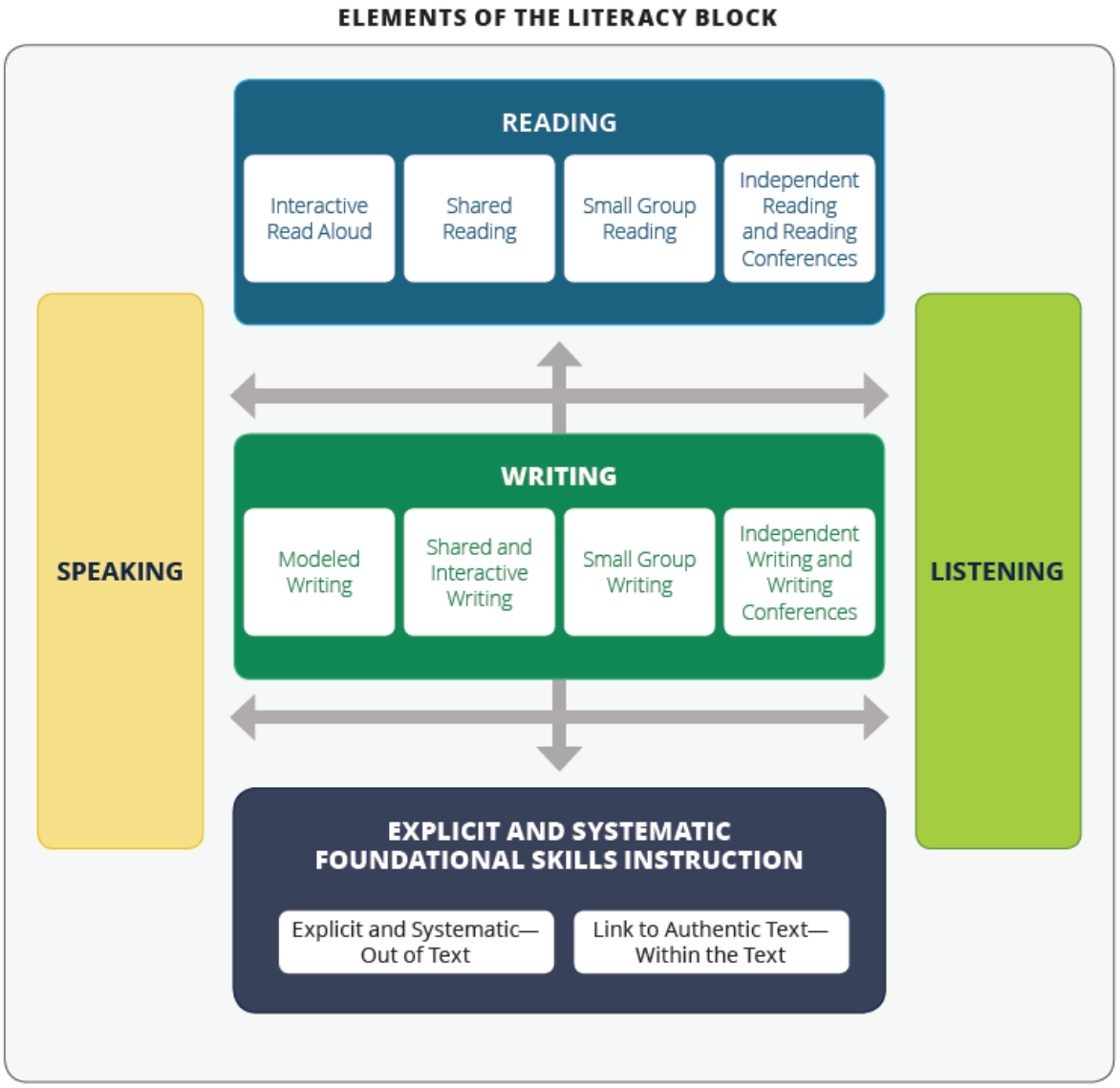
POSSIBLE STUDENT RESPONSE
Oral response to Part 1 (answers may vary): "In summer the handle and bowl of the Big Dipper are pointing down. In winter they are pointing up. In fall the Big Dipper is very low in the sky. You may not even be able to see it because it's so low." **Written response to Part 2**: The Big Dipper's position in the sky makes a pattern. We can predict how the Big Dipper will look if we know what season it is. This pattern is like sunshine and the seasons. If we know what season it is, we can predict how much sunshine there will be. We can observe many patterns in the sky.

How did this daily task support this student in meeting the lesson's lesson objective?

Preparing for Daily Tasks

- Teachers may need to differentiate instruction or provide additional scaffolds to prepare all students to complete the daily task independently. This instruction may include:
  - Discussion
  - Making charts or graphs
  - Sorting or classifying words or ideas
  - Asking questions
  - Writing or drawing to summarize information
  - Collaborative writing experiences with the teacher, such as modeled or shared writing, about a related (but not identical) prompt

Preparing for Daily Tasks



Unit Starter Component: Daily Task

Look at the **daily task** and **exemplar student response** for the first lesson of your unit:

- How does the daily task connect to the lesson objective?
- How does the daily task support students' comprehension of the text?
- How does the daily task incorporate speaking, listening, reading, or writing?

Creating a Unit Starter Teaching Guide

- Fill in the **Daily Task** section for each text in your Unit Starter.

Text Title	Text Summary	Learning Objective	Daily Task
The Big Dipper Interactive Read Aloud & Shared Read	Explains what the Big Dipper is, that it looks different in different seasons, and talks about related constellations	Students will understand that the position of the Big Dipper appears to change during different seasons. To achieve this understanding, students will: • Use graphics/ illustrations to understand how the position of the Big Dipper changes through the seasons. • Distinguish between information that is gained from text and from graphics. • Synthesize information across texts to make a comparison between patterns in the Big Dipper's location and other observable patterns on Earth and in space.	

Part D:
How are concepts and understandings supported by question sequences?

Question Sequences

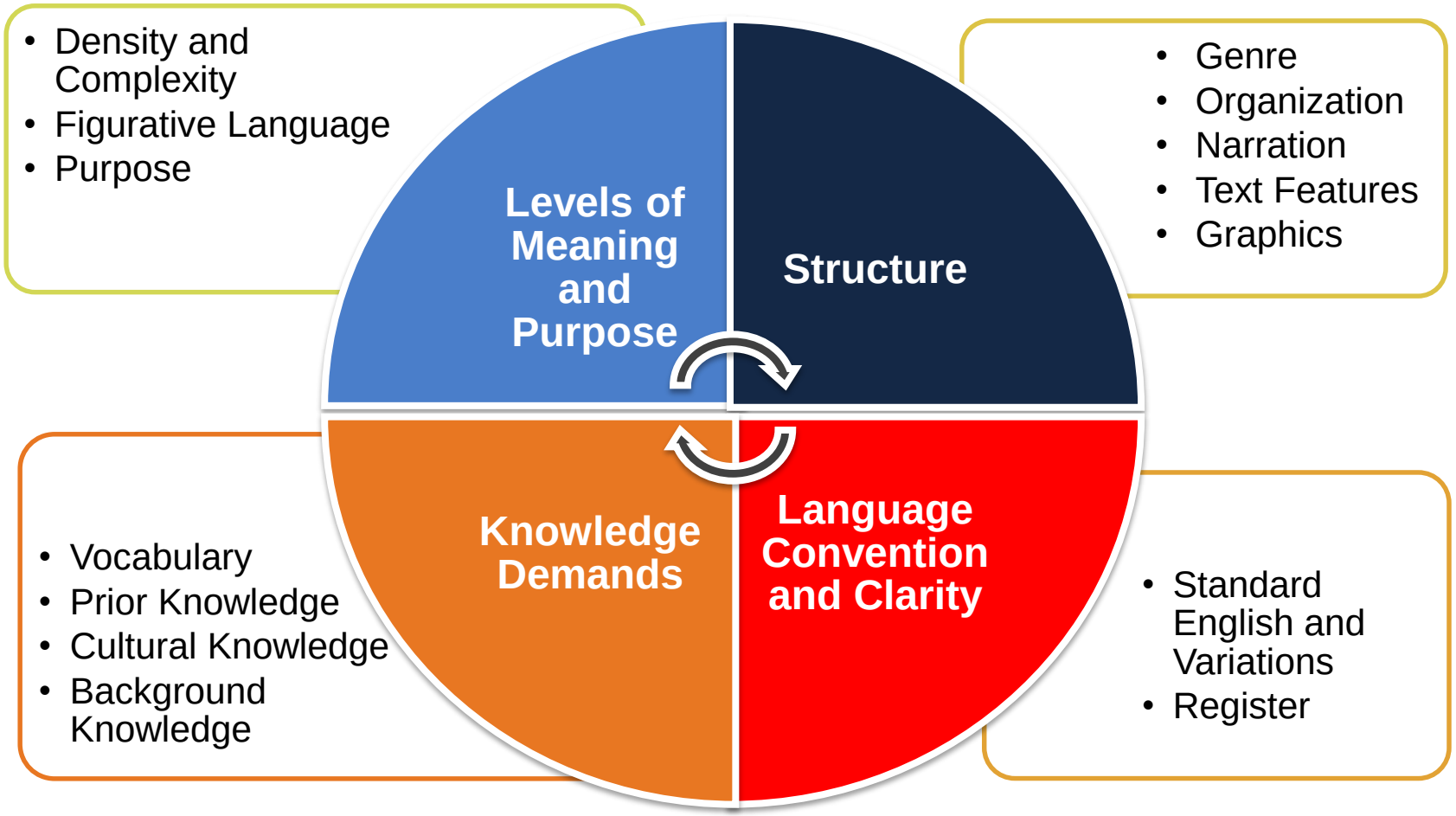
- Question sequences are a list of questions for each reading in the Unit Starter. Questions are sequenced in an intentional order that supports students' comprehension of complex texts, builds their knowledge toward the lesson objective, and prepares them for the daily task.

Question Sequences

Strong questions draw students' attention to complex elements in the text that could help or hinder their comprehension.

- They integrate grade-level standards in service of deep understanding of text(s) and topics.
- They address the specific text(s) at hand by attending to its/their particular structure, concepts, ideas, events and/or details.
- They require students to use details from the text to demonstrate understanding and/or support their ideas about the text.
- They attend to words, phrases, and sentences in the text that matter most to build students' academic and content-specific vocabulary and to deepen understanding of the text.
- They are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.

How were Unit Starter texts selected?



Reference: Fisher and Frey, 2013

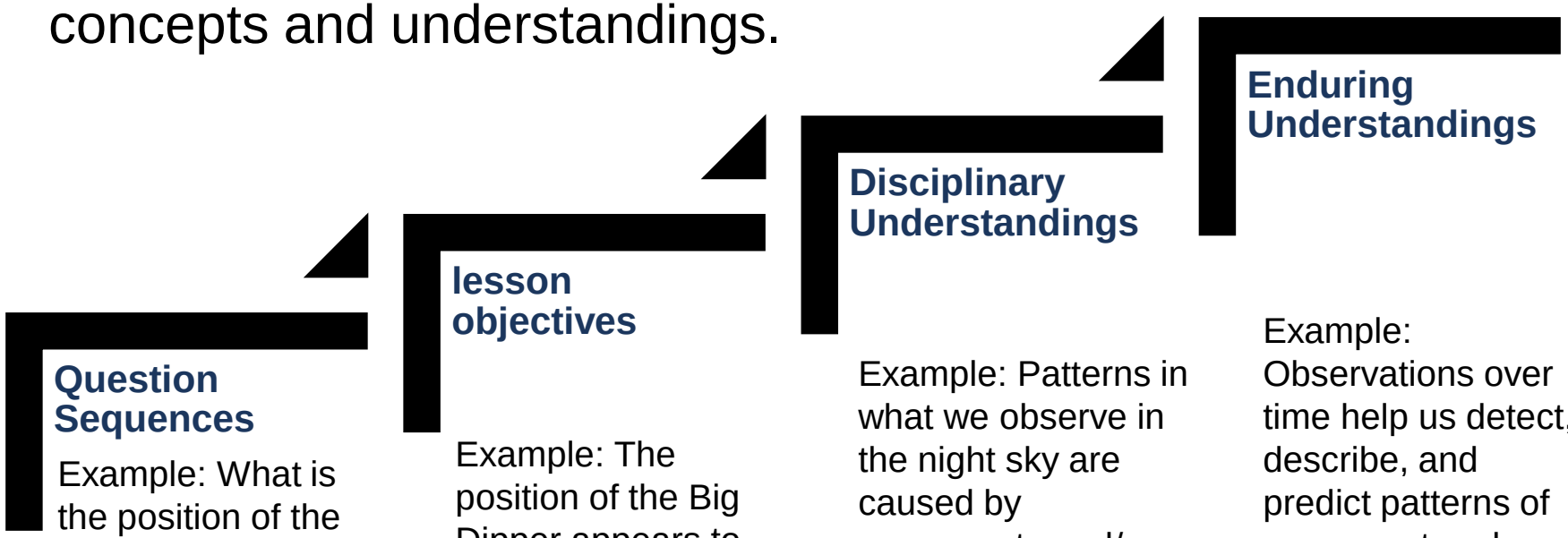
Text Complexity and Question Sequences

Questions support the ELA standards by attending to the qualitative complexities of texts

- **Knowledge Demands, Vocabulary** – "The author says that the Earth is a sphere. What is a sphere?"
- **Levels of Meaning and Purpose, Figurative Language** – "What does the author mean when he says that the Earth is like a merry-go-round?"
- **Structure, Genre** – "Is this a story or an informational text? How does it compare to other stories or informational texts we've read about the Earth and the moon?"

Question Sequences and Unit Concepts

- In addition to helping students comprehend the text and its complexities, question sequences should prompt students to think about ideas and information related to the unit's concepts and understandings.



Question Sequences

Strong question sequences drive toward the big ideas of the text.

Question sequences support students in accessing rich texts where they can build the knowledge and vocabulary related to the unit concepts.
Question sequences push students beyond a surface-level analysis of the text, support students in unlocking the text's rich content, and drive toward the identified understandings.
Question sequences draw students' attention to text elements that may support or serve as a barrier to deep comprehension and meaning-making.
Question sequences integrate grade-level standards in service of deep understanding.

Based on your understanding of question sequences so far, what could the criteria for an effective question sequence be?

Criteria for Question Sequences

Drive Toward the lesson objective	▪ Drive toward the lesson objective ▪ Move past literal and recall questions to get at content-specific or deeper understandings
Text-Specific	▪ Address the specific text ▪ Attend to the academic and content-specific vocabulary, key phrases, and sentences that matter most ▪ Prompt students to respond with details from the text
Integrate Standards	▪ Integrate grade-level ELA standards in service of deep understanding of the text/concept
Target Complex Elements of the Text	▪ Target complex elements of the text that may hold students back from arriving at the disciplinary understanding and/or the enduring understanding of the unit
Include Desired Student Response	▪ Include a desired student response that articulates what correct and complete student responses sound like

Example Question Sequence (Excerpt)

Text: *The Big Dipper*, First Grade

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 8-9	What does this illustration show? Would the stars shown here always look this way? How do we know?	It shows what the stars look like in the summer. No, the author says that, "They are not always the same." In this sentence, "they" means the stars.
Pages 15-17	Describe to your partner what the Big Dipper looks like. Possible Probing Questions: What is the same? What is different? How did we learn this information? 	The Big Dipper always has seven stars and it always has the same shape. But, it points in different directions in different seasons. It points down in summer and up in winter. In fall it is low in the sky and you may only be able to see part of it.

Student Responses Drive Toward the Lesson Objective

- It is important that teachers hold high expectations for student responses.
- If students don't arrive at the right response, they may be unprepared for the daily task.
- Teachers may need to ask additional prompting questions that guide students toward the exemplar response.

Unit Starter Component: Question Sequences

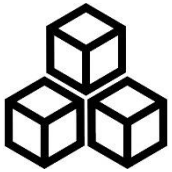
Look at the **question sequence** and **exemplar student responses** for the first lesson in your unit:

- How does the question sequence support students in accessing and comprehending the text?
- How does the question sequence drive toward the lesson objective?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the question and exemplar responses sequenced to prepare students for success on the daily task?

Key Ideas

Keep these three key ideas about daily tasks and question sequences in mind.

Our **daily tasks** should focus on unit texts, integrate grade-level ELA standards, and support students in developing the disciplinary or enduring understandings for the unit.



Our **daily tasks** should provide a coherent learning experience for students, with tasks that intentionally build on and deepen students' understanding of the unit concepts.

Our **question sequences** should attend to the challenging elements in the text, naturally integrate multiple grade-level ELA standards, and guide students toward the lesson objective for the text as well as toward the desired understandings for the unit as a whole.

Additional Information: Vocabulary

- Vocabulary words are presented in two ways:
  - A chart with all vocabulary words for the entire unit is located in the opening section of the Unit Starter.
  - A list of vocabulary words for each reading are provided within each lesson.
- Vocabulary words are selected based on their significance to the text, relevance to the unit's concepts, and their likely utility in other texts and content areas.

Additional Information: Vocabulary

Second Grade, Life Science

Day 1	Day 2	Day 3	Day 4	Day 5
life cycle stages organism offspring reproducing mammal metamorphosis molt predator	roosts migrate echolocation hibernating mammals	chanted margins strand kin	prickly mane ravenous	regurgitate stimulation inseparable nurturing reassurance
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day10**
larva chrysalis compete	emerge	migrate scales camouflage	aphids shed	hatchling leathery current instinctive familiar
Day 11				
extinct clutch nesting beach				

Find the vocabulary chart for the Unit Starter you will teach.

How will studying these words support students' comprehension and understanding of unit concepts? Which words are likely to help students read other texts in other content areas?

Additional Information: Vocabulary

VOCABULARY WORDS

The following words are introduced during the reading. Suggested instructional methods are included in parentheses.

- roosts (explicit)
- migrate (embedded)
- echolocation (embedded)
- hibernating (explicit)

The following words are reinforced during this reading.

- mammals

Skim the vocabulary lists for the first three texts of the Unit Starter you will teach. Notice how vocabulary words are reinforced through the reading of multiple texts on the same concept.

Three Methods for Vocabulary Instruction

- **Implicit** – There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.

  - **Example**: The text says, "*All through the year the earth has been rotating once in twenty-four hours, giving us day and night*." When reading the word "rotating", the teacher points to the arrow in the illustration that indicates the Earth's spinning motion.

Three Methods for Vocabulary Instruction

- **Embedded** – These words are also not through direct instruction. Instead, teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but may not be essential to the story.

  - **Example**: The text says, "*All through the year the earth has been rotating once in twenty-four hours, giving us day and night*." After reading the word "rotating", the teacher adds the definition "rotating means spinning".

Three Methods for Vocabulary Instruction

- **Explicit** – This instruction occurs before or after reading. Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

  - **Example**: Before reading the text, the teacher explains, "There are some important words in this text that describe the way Earth moves. One of those words is "rotating". Listen to me say that word again – "rotating". Now, repeat it with me…Rotating means spinning. Listen to me use it in a sentence – Jimmy's fidget spinner is rotating. In this text, the author will use the word rotating to describe the way the Earth moves."

Additional Information – Repeated Readings

- Reading a text more than once provides students with additional opportunities to develop knowledge and vocabulary through the text.
- Repeated readings promote fluency and comprehension.
- The Unit Starters' lesson sequences include repeated readings. Lesson objectives, daily tasks, and question sequences are provided for these repeated readings.
- Teachers should consider additional repeated readings even when they are not explicitly called for in the Unit Starter.

Closing Reflection

- How do texts, daily tasks, and question sequences work together to support student learning?
- What is the relationship between daily tasks and the end of unit task?
- What is the relationship between lesson objectives, disciplinary understandings, and enduring understandings?

Learning Session Summary

- In **Learning Session 3** we addressed these questions:
  - How are concepts and understandings supported by:
    - texts;
    - the end-of-unit task;
    - lesson sequences and daily tasks; and
    - daily question sequences for each reading?

- In **Learning Session 4** we will address these questions:
  - How can I prepare to teach with the Unit Starter?

Learning to Application

Learning to Application

Prior to our next session:

- Choose another text/lesson from your unit.
- Complete **Questions 4, 5**, **and 6** from **Appendix A: Unit Preparation Protocol.**
- Bring all the texts for your Unit Starter to the next session.

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork